

**Letter of Assurance  
Secondary GED Program**

**District**\_\_\_\_\_

**School(s) implementing the program**\_\_\_\_\_

**Instructional and Administrative Guidelines  
From 704 KAR 7:150**

**Instructional Guidelines**

**Guideline I.1**

District selection procedures ensure that students who enroll in the GED option (1) are credit deficient and (2) are academically capable of completing graduate requirements.

Students must:

- Be at least two years behind the cohort group they entered high school with,
- Have at least four credits toward high school graduation **and**
- Score at least an NCE of 29 on the CTBS Test administered at the ninth grade level

Prior to enrolling any student in the secondary GED program schools and districts must:

- Provide all available interventions and support (including alternative education, tutoring, counseling, and advising) to student (documentation should be available regarding these efforts and results)
- Provide counseling to any prospective student and his/her parent or guardian explaining the program and expectations (including advantages and disadvantages of the Secondary GED option as opposed to the regular high school track).
- Ensure that student participation in the program is voluntary.
- Obtain written agreement from the student and parent or guardian for voluntary program participation

Prior to taking the GED tests, students must demonstrate readiness by scoring at least 430 on each of the 5 official practice tests and an average standard score of not less than 480 on the official practice test.

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**Guideline I.2**

Counseling is required prior to enrollment and must be available throughout participation in the GED Option.

Districts and school must

- Provide adequate access to certified counselors and academic advisors
- Provide pre-entry counseling
- Provide regular academic, career, and guidance counseling services to students enrolled in the secondary GED program
- Provide follow up counseling (after the student has completed the program)
- Keep counseling and advising records on each student served in the program
- Maintain current Individual Graduation Plans for each student served

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**Guideline I.3**

Curricula and instructional content must be at the high school level and designed so that

- Student shall participate in curriculum and instruction aligned with the Program of Studies as established in 704 KAR 3:303, student learning goals applicable to all students in the school district, and the content assessed by the GED Test;

- Student shall participate in the Commonwealth Accountability Testing System as established by 703 KAR Chapter 5 and KRS 158.6455 while enrolled in the program;
- Student shall have access to materials and resources specifically designed to prepare the student to pass the GED Tests and obtain a GED certificate;
- Student and parent/guardian receive continuous assessment and progress reports;
- Student participates in a minimum of fifteen (15) hours of direct instruction each week;
- Student participates, in addition to the required hours of direct instruction, in at least one of the following each semester:
  - service learning;
  - career and technical education;
  - additional coursework;
  - an internship;
  - a cooperative learning project; or
  - any other learning activity aligned with the student's Individual Graduation Plan
- Students experience varied instructional strategies that include some combination of all of the following:
  - Individualized instruction;
  - Small group instruction;
  - Applied instruction; and,
  - The development of basic technology literacy skills.

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#### **Guideline I-4**

To ensure effective instructional delivery, sufficient instructional resources and qualified staff must be allocated to the secondary GED program. Districts must

- Staff secondary GED programs with qualified instructors.
- Provide supervision of the instructional program by secondary certified teachers in each of the content areas (Math, English, Social Studies, and Science)
- Provide at least 15 hours of instruction per week for each student enrolled
- Provide a student/teacher ratio of no more than 15:1
- Ensure program staff participate in annual professional development specific to the secondary GED program
- Provide adequate instructional resources for student success

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#### **Guideline I-5**

Successful students must be awarded a district issued certificate of completion in addition to the KY High School Equivalency Diploma.

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#### **Guideline I-6**

Successful students (students who receive the KY High School Equivalency and district issued certificate) should also receive official recognition. Recognition programs will be determined by the district and may include:

- Participation in regular high school graduation ceremony
- Special program
- Recognition at a school or district function

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### **Administration**

#### **Guideline A-1**

Districts and school are responsible for collecting data on the students served by the Secondary GED option for reporting to the Kentucky Department of Education. This data will include, but is not limited to:

- 1) Number and status of instructors assigned to the program

- 2) Number and status of paraprofessionals assigned to the program
- 3) Instructor to student ratio
- 4) Hours of instruction each student receives weekly
- 5) Instructional delivery methods/strategies observed in program
- 6) Instructional resources available
- 7) Characteristics of students participating
- 8) Selection process
- 9) Referral process
- 10) Participation in counseling
- 11) Ratio of counselors to students
- 12) Ratio of advisors to students
- 13) GED testing process
- 14) Type of recognition ceremony
- 15) CATS testing participation
- 16) Number of students who take the GED test
- 17) Number of students who pass the GED test
- 18) Remediation and tutoring participation

**Superintendent (printed name)**\_\_\_\_\_

**Superintendent Signature**\_\_\_\_\_

**Date**\_\_\_\_\_

**Return to:**

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